

## ARTICLE

# Why Do I Have to Translanguage? Voices from Peripheral Indonesian English Lecturers Using Translanguaging in EFL Context

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## ABSTRACT

Translanguaging, efficiently employing various languages within a single class, has gained recognition as an effective pedagogical tool. However, its implementation and acceptance differ significantly, especially in areas where English is not the primary language. This article reports on research that questions the existence and the utilization of translanguaging practices of peripheral Indonesian English lecturers in their classrooms. Through qualitative interviews and thematic analysis, this research captures the voices of lecturers who navigate the complexities of teaching English in a multilingual context. The study found that translanguaging helps lecturers showcase, elaborate on, and reinforce the content of learning materials, guide them as explanatory and managerial strategies in their classroom, motivate students to speak within peer discussion and create an engaging learning environment flexibly. Furthermore, the research highlights several pedagogical implications of translanguaging for English as a Foreign Language (EFL) instruction in Indonesia. The implication lies within three specific facets. First, it enhances student participation in group activities and improves learning outcomes in teaching speaking and writing. Secondly, it can aid students in enhancing their multilingual skills, particularly proficiency in the English language. Lastly, translanguaging supports the students' cognitive, affective, and social engagement as it bridges linguistic gaps and encourages deeper understanding and collaboration among learners.

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**Keywords:** EFL; Multilingual; Translanguaging Practice

## 1. Introduction

The notion of translanguaging practices has hitherto achieved its salience in English as a foreign language. The practice has attracted debates among scholars concerning how different languages should be juxtaposed in a language-learning class. Therefore, controversy among scholars is articulated related to the various viewpoints on translanguaging. In terms of the context of EFL, practically, students' and teachers' interactions have been discouraged from harnessing the students' first language<sup>[1, 2]</sup>. The argument emphasizes that the monolingual perspective emphasizes an English-only classroom to improve learners' English knowledge and linguistic input and activate the language utilization to which they expose themselves to the target language. This viewpoint advocates for the separation of languages in language learning and instruction<sup>[3]</sup>.

The concept of translanguaging underpins what scholars call a unitary view, claiming that bi/multilingualism, regardless of their significance as societal notions, Translanguaging has no relationship in a dual or multiple language system<sup>[4]</sup>. They claimed that translanguaging has significantly deteriorated the traditional idea of bi/multilingualism as merely acquiring two or more languages at birth or through an additive process. The statement is in line with what was proposed by MacSwan<sup>[5]</sup>, who expressed a serious and commendable worry about the consequences of ideas of multilingual competency that may have a detrimental impact on language minorities.

However, recent findings have raised concerns regarding monolingual classrooms<sup>[6–8]</sup>. This is because classrooms that solely teach in English may appear impractical, particularly for students learning English as a foreign language in their home country. By so doing, the researchers feel that the use and interference of L1 in the target language learning classroom should be of consideration. Some studies uncovered almost positive findings reflecting teachers' perspectives on translanguaging practice implemented in a school<sup>[9–11]</sup>. Those findings were also underpinned by studies conducted in EFL settings, such as Indonesia. Concerning English language teaching, most teachers settle on deploying

languages such as national language or vernacular language other than English to assist them in promoting their teaching effectiveness while not neglecting their students who experienced problems learning English<sup>[7, 12, 13]</sup>. A study by Raja et al. investigated Indonesian English teachers' attitudes toward translanguaging practices in English as a Foreign Language (EFL) classroom<sup>[8]</sup>. The study found that most Indonesian EFL teachers favor translanguaging practices in their classrooms. Specifically, all participants implemented translanguaging in various situations and associated it with positive attributes despite experiencing various emotions towards the practice. Most teachers expressed positive intentions to continue using translanguaging in their future classes. The findings indicate that translanguaging is beneficial for enhancing teaching and learning, particularly for lower-proficiency students.

While<sup>[1]</sup> emphasized that the teacher's linguistic repertoire influences the utilization of translanguaging in the classroom, the survey revealed that teachers held varying perspectives on translanguaging, influenced by their respective experiences<sup>[14]</sup>. From the students' perspective, it is evident that translanguaging happens instinctively and that they engage in it because they perceive it to be the most advantageous action. A study conducted by Moody et al. revealed a favorable perception among graduate students who are bilingual or multilingual<sup>[15]</sup>. The study demonstrated that translanguaging can enhance bilingual students' communication proficiency. Adopting translanguaging in the multilingual classroom posed difficulties for the pupils due to their lack of a shared first language.

Many studies have found the advantages of translanguaging<sup>[16–18]</sup>. In addition, Rasman argued that using L1 did not hamper language acquisition<sup>[16]</sup>, as the conventional idea of separation of language in education implies<sup>[5]</sup>. Indeed, it demonstrates the contrary, showcasing that translanguaging practices can assist students in expanding their repertoire through scaffolding during an interaction. Their findings generally discovered how translanguaging activity can aid English language acquisition in ESL and EFL classroom contexts. Our study addresses a research gap by putting into practice translanguaging as a practical theory of language<sup>[19]</sup>,

redefining language as a multilingual, multi-semiotic, and multi-modal resource nurtured by teachers as a scaffolding to attain the holistic multi-competence<sup>[20]</sup>, consistent with heteroglossia<sup>[21]</sup>. This study is among the few that examine the potential pedagogy of translanguaging within the EFL Indonesian tertiary landscape by generating new insight that lecturers articulate during their classroom interaction with students<sup>[6–8]</sup>.

As such, it is reasonable to consider how teachers' and students' multilingualism interactions are integrated into a language policy and benefit education pedagogically, especially in Indonesia, where English is taught as a foreign language. This study will examine why teachers use translanguaging in their locality, how they value it, and whether their conception or value differs. Thus, the findings from this research are expected to provide insights regarding how Indonesian English lecturers in EFL contexts value translanguaging in their academic classroom teaching. Moreover, this study also aims to provide practical implications and recommendations to policymakers in tertiary educational institutions that can support effective translanguaging practices to assist the acquisition of L2 by not neglecting the flexible use of L1 in maintaining linguistic diversity and promoting inclusivity.

## 2. Theoretical Framework

### 2.1. The Notion of Translanguaging

In this article, translanguaging is primarily defined as the principle that speakers of two languages select language features from a repertoire and assemble their language practices in a manner that is appropriate for their communicative situations<sup>[22]</sup>. Consequently, translanguaging encompasses a broader scope than code-switching. It entails various practical discourse methods facilitating speaker communication<sup>[23]</sup>.

Furthermore, ref.<sup>[2]</sup> notes that translanguaging theory emphasizes the language and how each can refer to the trends a monolingual counterpart utilizes and communicates rather than stressing the clear limits between multiple languages<sup>[24]</sup>. So, it is a dynamic and fluid process involving the use of various languages within the context of a single conversation or context. In this current investigation, we will endeavor to transcend the structuralist constraints imposed by code-

switching and code-mixing and examine a “translanguaging approach”. Translanguaging views languages as dynamic components of an integrated system rather than distinct entities<sup>[23]</sup>. Translanguaging is an approach in language education that considers language not as two separate language systems but as a singular set of characteristics that enable individuals to acquire knowledge, express emotions, understand language, and communicate using their native language and the target language<sup>[25, 26]</sup>. From this point of view, students and/or lecturers are encouraged to produce their linguistics flexibly by entirely using rich linguistic resources.

### 2.2. Views of Translanguaging in Tertiary Education

Views, perceptions, or attitudes are individualized perceptions shaped by observation and sensory stimuli. It entails gathering information via sensory receptors and its interpretation to comprehend the environment coherently<sup>[27]</sup>. This process includes multiple internal components, such as personal history, convictions, and drive, with external influences like environment and culture<sup>[28]</sup>. Attitudes have a crucial role in language as they influence the acquisition of language skills and multilingual proficiency<sup>[28, 29]</sup>. Therefore, attitude substantially influences language acquisition efficacy.

Pham and Pham and Susanto defined views as selecting, organizing, and interpreting stimuli to construct a coherent and meaningful description of the surroundings<sup>[30, 31]</sup>. They introduced the notion of perception in the context of cognitive aspects, psychology, and philosophy. That view is described as a thorough activity most people perform in response to incoming information. Both internal and external circumstances can influence people's views or attitudes. Internal factors include personal background, experience, personality, attitudes, beliefs, cognition, motivation, feeling, and attention, all influencing one's attitudes. Conversely, the external component of an individual's attitude is influenced by non-psychological factors, including their surroundings, cultural backgrounds, and stimuli<sup>[32]</sup>.

### 2.3. Potential Pedagogy of Translanguaging in EFL Learning

Practitioners have begun to prompt the limitations of distinct bilingualism because of the pedagogical challenges

associated with parallel monolingualism. Anderson advocated more adaptable teaching methods to react to multilingual circumstances that do not fit into conventional paradigms<sup>[33]</sup>. In the context of multilingual education, the term “pedagogical translanguaging” refers to a theoretical and practical method utilized at educational institutions committed to fostering multilingualism<sup>[34]</sup>.

Pedagogical translanguaging is “a strategy that is planned by the teacher within the classroom and can refer to the use of various languages for input and output, as well as other strategies that are based on using students’ resources from the entire linguistic repertoire”<sup>[35]</sup>. Translanguaging may be an effective strategy for challenging “the hegemony of English in English-medium classrooms”<sup>[36]</sup>. However, translanguaging as a pedagogical approach presents obstacles for students and educators. “Implementing translanguaging pedagogies can be a daunting task, particularly when the teacher does not speak the students’ heritage languages and the students speak a variety of heritage languages in the classroom”<sup>[37]</sup>. This challenge needs further justification relevant to the teaching style as performed by Indonesian English lecturers in tertiary education such as Indonesia, as they are not proficient in students’ vernacular languages.

Translanguaging pedagogy encourages classroom activities that enable students to integrate their home language with the new language they are acquiring. One example is using students’ first language to facilitate learning<sup>[38]</sup>. This framework can take multiple forms, such as elucidating a text, interpreting a vocabulary phrase, correlating a concept to a familiar L1 expression, or evaluating understanding<sup>[39–41]</sup>.

## 2.4. Research Gap and Study Justification

Although the current literature explicates the potential pedagogical benefits of translanguaging practices in English language acquisition as perceived by learners as well as teachers<sup>[6–8]</sup>, the advantages of translanguaging<sup>[16–18]</sup>, there is an apparent gap in research focusing on Indonesian English Lecturers articulate their views and motives, especially those who situated in a peripheral context when they are engaged in translanguaging practices in their classrooms by delving into lecturers’ practical evidence gained through interview sessions for pedagogical implication in a peripheral tertiary education landscape. By including open-ended surveys and interviews, this study allows participants to articulate their

genuine feelings and values regarding using all linguistic repertoire in a multilingual classroom setting, not only on translanguaging practices but also on challenges they might experience during their teaching.

Given this, it is rationale to profoundly comprehend how students’ and lecturers’ multilingualism interactions are engaged and implemented into a language policy and are fruitful for education pedagogically, particularly in contexts such as Indonesia, where English is taught as a foreign language. In addition, this study will also investigate the motives why lecturers apply translanguaging in terms of locality aspects, how they value the idea of translanguaging in their specific locality, and whether there is any difference in the way they conceive or in the way they value the translanguaging practices in that locality. Because translanguaging is a relatively new concept and lacks intellectual recognition in the field of EFL training, issues related to it are not vivid. However, regardless of the relative novelty of the term, this article seeks to address the following research questions.

- (1) How did Indonesian English lecturers view translanguaging practices in terms of controversy, effectiveness, and the challenges of applying them in promoting learning activity?
- (2) What motives had lecturers exposed behind the treatment of language use in their classrooms?
- (3) What potential pedagogical implication might arise from implementing translanguaging practices in Indonesia’s tertiary landscape?

## 3. Materials and Methods

### 3.1. Research Design

The study was qualitative since it thoroughly examined specific language practices in a given situation<sup>[42]</sup>. This form of research examines the language phenomena, particularly emphasizing translanguaging practices in the classroom. Identifying personal views, perspectives, assumptions, and motives from the onset of qualitative research is critical<sup>[43]</sup>.

### 3.2. Research Setting and Participant

This study was conducted at universities located on the Indonesian periphery. The institutions engaged in the research reflect a broad spectrum of instructional environ-

ments, including suburban and urban institutions and public and private ones. This diversity will provide a more comprehensive understanding of translanguaging practices across different contexts. 42 Indonesian English lecturers are distributed throughout various institutions as participants. They are purposefully chosen based on specific considerations relevant to the study's objectives. The criterion used to select participants includes EFL lecturers who have had direct encounters with translanguaging activities via repeated exposure and are agreeable to discussing their personal ideas, beliefs, viewpoints, and translanguaging experiences in their EFL classroom.

As presented in **Table 1**, participants' teaching experience ranges from less than five years to over twenty years. Twelve participants have been teaching for more than twenty years. Twenty participants have been teaching for less than fifteen years. Another ten lecturers have taught for 5–10 years. People who took part in the study speak a variety of languages. A total of 57% of the participants identified themselves as Indonesian. In addition, 21.4% identified Sundanese as their native language, 9.5% spoke Javanese, 7.14% spoke Malay, and 4.7% spoke Bataknese as their native language. All participants were proficient in at least three languages: English, Indonesian, and their indigenous language, each with a varied level of proficiency (personal interview on September 24). They assessed their proficiency in Indonesian and English as exceptionally high. Four lecturers reported that they could only engage in limited conversation on mundane topics in their indigenous languages. In comparison, the remaining two lecturers did not experience any significant communication difficulties (personal interviews conducted on September 24, 2024).

### 3.3. Research Instrument

Questionnaires and semi-structured interviews are implemented to collect data. The questionnaire analysis will highlight the controversy, views, and motives of translanguaging practices adopted by lecturers. The qualitative data was obtained by administering a questionnaire to lecturers, including twenty-one Likert scale items and five open-ended questions. The questionnaire was adapted from<sup>[7, 15]</sup>. The questions focused on lecturers' views, values, and feelings regarding using their native language in an L2 environment.

**Table 1.** Demographic of Participants.

Profile	Frequency	Percentage (%)
<b>Experience</b>		
> 20 years	12	28.57
< 15 years	20	47.62
5–10 years	10	23.81
<b>Mother Tongue</b>		
Indonesian	24	57
Javanese	4	9.5
Sundanese	9	21.4
Malay	3	7.14
Bataknese	2	4.7

Note: n = the number of participants

Source: Authors' analysed findings, 2024

The closed questions were implemented in the questionnaires, which were divided into two primary sections. The initial part was designed to disclose the lecturers' language background, teaching experience, and language proficiency. The second part, on the other hand, was primarily intended to investigate the pros and cons of translanguaging practices, lecturers' valorization of translanguaging and their motives of whether to translanguaging as well as the possible potential of translanguaging for EFL classroom context pedagogically. The second phase of the study used open-ended questions to elicit more detailed responses from participants regarding their feelings, perspectives, values, and goals towards translanguaging and finally to visualize to what extent translanguaging benefits as a pedagogical tool contextualized in their specific locality directed by Indonesian English lecturers. In addition, seven participants participated in semi-structured interviews to confirm the information they had submitted in the questionnaires and to obtain supplementary, more specific, and detailed information.

### 3.4. Data Collection Procedures and Data Analysis

The questionnaires comprise of three sections. Section 1 comprised 8 questions examining the issue or controversy surrounding translanguaging practices in the EFL classroom context. Section 2 comprised eight questions to showcase the respondents' views on translanguaging practices in L2 learning. Section 3 had five questions designed to showcase the motives for translanguaging in L2 learning within a tertiary education context. The questionnaire was conducted via the JotForm application to obtain participants' views on teach-

ing English leveraging translanguageing. The data obtained from the questionnaire were evaluated both quantitatively and subjectively. The questionnaire data were assessed using basic statistics derived from the Likert scale and explained qualitatively.

Analysis of the data obtained from surveys and interviews involved the following activities: (1) condensation of data, (2) presentation of data, and (3) deriving and verifying conclusions<sup>[44]</sup>. In the initial phase, keywords and sentence analysis were employed to classify the views, controversy, motives, and values of lecturers regarding translanguageing practices in l2 settings situated in a tertiary classroom context, as voiced by their verbal expressions voiced by lecturers. By so doing, the researchers will obtain an in-depth result about the pedagogical implication of Translanguageing practice in the EFL classroom environment.

## 4. Results

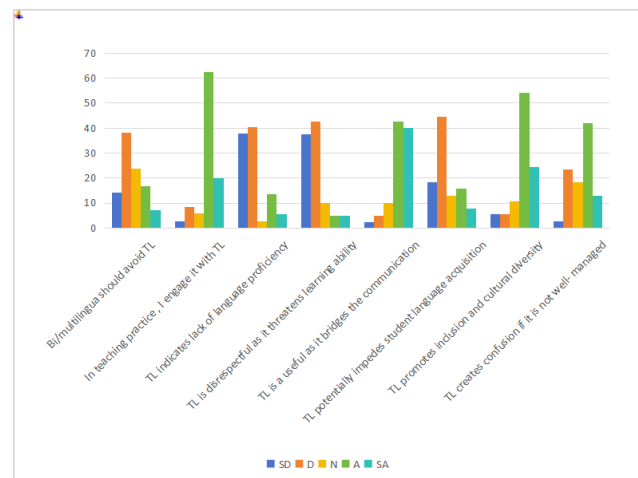
### 4.1. Participants' Views on Translanguageing Practices within EFL Classroom

The research question examining lecturers' views, motives, and voices concerning translanguageing practices and their pedagogical implication in Indonesian tertiary education was probed through a questionnaire and interview; the questionnaire results were then evaluated by percentage, which was analyzed by calculating percentages in descriptive statistics.

The result indicated that the Indonesian lecturers in this study were multilingual since they had acquired and practiced more than two languages. They utilized vernacular, national (Indonesian), and English language in their EFL class. Moreover, they expressed favorable views regarding translanguageing. The language choice and the application of translanguageing in the classroom are evident. It indicates that the Indonesian lecturers recognized the potential benefits of translanguageing in EFL classrooms regardless of its controversy.

**Figure 1** depicts the response of Indonesian English lecturers regarding the controversy on translanguageing practices in L2 learning as part of their classroom teaching activities. Regarding the language separation of bilingual/multilingual speakers, lecturers are discontented with the notion of a monolithic principle. The data shows that of 43 lecturers

who completed the questionnaire, just over half indicated that translanguageing should not be avoided in second language acquisition. The participants typically recognized translanguageing as a natural process, with 82.6% engaging in it throughout their teaching activities, and only 11 % of them claimed that they never utilized translanguageing during teaching. This issue is corroborated by 78.3% of participants who disagreed that translanguageing in the classroom relates to speakers' lack of linguistic skill or comprehension. The data indicates that around 18% of participants acknowledged translanguageing in language learning, suggesting a deficiency in linguistic proficiency. Concerning this situation, we assume that this phenomenon occurs due to students' insufficient vocabulary in the target language, who are still often encountered to spontaneously draw on their L1 in a classroom interaction. Despite these negative responses, the lecturers held an optimistic view that translanguageing does not indicate a lack of linguistic proficiency in L2 learning.



**Figure 1.** The Controversy of Translanguageing Practices Among EFL Lecturers.

Note: SD = strongly disagree, D = disagree, N = Neutral, A = Agree, SA = strongly agree

TL: Translanguageing

Source: Author's analyzed findings, 2024

When questioned about the controversy surrounding the practice of translanguageing, which is viewed as disrespectful, Indonesian English lecturers do not regard it as such. Almost 80% of the participants articulated that translanguageing practice does not threaten students' learning capabilities or adversely affect the minority language of learners. While 10% of participants were neutral on the disrespectfulness of translanguageing, the other 10% believed it was disrespectful. Despite primarily positive and neutral responses, participants

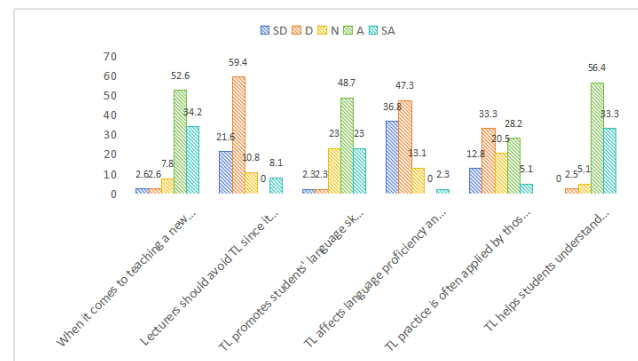
said it would not harm students' minority language during L2 learning. The finding also reveals the practice of translanguaging, which is seen as a beneficial way to promote cultural variety and inclusivity. Item number 7 above shows that approximately 78% of Indonesian lecturers claimed that students gain a better awareness of various cultures when engaging in this learning activity. Participation in translanguaging allows students of diverse cultural backgrounds to understand one another's traditions, practices, and norms better. By so doing, students are highly valued. These results suggest that lecturers believe that translanguaging is a typical linguistic resource that does not impede the successful communication or comprehension of the targeted language, as seen in point 6, Where 63% of the participants disagreed with such sentiment.

On the other hand, when asked if switching between languages will confuse students if it is not well-managed, most of those in favor of translanguaging regard it as "confusing." Lecturers require enough training to implement translanguaging successfully. Without proper training, they may be unable to guide students effectively, resulting in misunderstandings and ineffective learning experiences.

**Figure 2** illustrates how translanguaging helps lecturers deliver their teaching material. From item 1 on the table above, the datum shows that more than half of them, or 83.3%, believe translanguaging plays a pivotal role in L2 material delivery, and 9.5% are neutral about the statement that translanguaging involvement helps ease the process of delivering material. By allowing the classroom interaction to use their full linguistic repertoire, we assume that translanguaging helps lecturers and students understand complex concepts more easily. Thus, 86.6% of participants indicated they had a positive impression of translanguaging as a scaffolding to help their students learn a new language.

This finding implies that lecturers who use translanguaging practices help students understand complex ideas by incorporating this practice into their learning activities and allowing them to use their native languages alongside the target language. Given this, translanguaging is pedagogically beneficial for language learning effectiveness. When they were asked whether lecturers should avoid translanguaging practice in tertiary education since it reduces the effectiveness of the second/foreign language teaching process, 81% of participants disagreed if this activity would reduce the effective-

ness of the second language teaching process. However, as seen in point 3 table above, only 8.1% of them expressed this sentiment. Most perceive that translanguaging practice in a tertiary education context is still considered "professional and acceptable". On the other hand, translanguaging activities promote language and literacy development in students, as shown in point 4, where 71.7% of them claim so. This kind of activity often leads to a discussion or writing text they previously read from the book or shared from their own experience, where students can use their home language to brainstorm and present their ideas in the target language.



**Figure 2.** Views of Translanguaging Practice in L2 Learning.

Note: SD = strongly disagree, D = disagree, N = Neutral, A = Agree, SA = strongly agree

TL: Translanguaging

Source: Author's analyzed findings, 2024

The data in point 5 indicates that 84.1% of the participants strongly disagreed that translanguaging practice would hurt English's grammatical structure and linguistic proficiency. Only 2.3% of participants disagreed with this issue. As demonstrated in item 6, the present study's participants also expressed a good perspective, stating translanguaging is not a sign of academic weakness. Several 19 out of 42 participants, or 46.1 % of them, claimed that having translanguaging practice in the class does not signify a weakness of academic skill. While 20.5% stayed neutral on this attitude, 33.3% believed it was true. This is a significant discovery in contrast to the largely unfavorable responses to translanguaging. Translanguaging is advantageous for the language teaching process and will also influence English's grammatical structure and linguistic proficiency as the target language. Additionally, concerning the utilization of translanguaging in EFL classrooms, lecturers claimed that this type of practice can assist students in understanding complex ideas by activating their linguistic repertoire flexibly during the discussion with both teacher and student-student. The data shows that

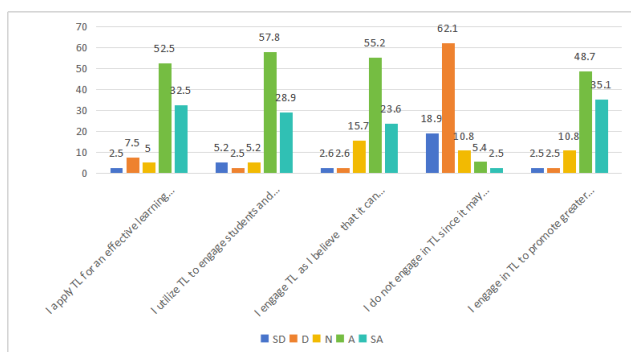


89.7% of the participants argued that engagement with students employing translanguageing could function as a tool to communicate easily, harnessing their rich linguistic repertoire. By doing so, this will promote not only critical thinking and language skills but literacy development as well.

## 4.2. Participants' Motives behind the Treatment of Translanguageing Practice in Their Classrooms

Forty-two participants articulated their motives regarding the treatment of language usage in their classes. The following is a detailed explanation of the findings.

**Figure 3** showcases the motives or reasons for how Indonesian lecturers conduct translanguageing practices in the L2 learning context. The primary motives for applying translanguageing practices in the classroom largely focused on language and content acquisition, indicating a favorable orientation towards utilizing linguistic resources to enhance learning efficacy. Approximately 85% of the participants noted their motives for employing translanguageing in the classroom are for the learning process through material delivery, student engagement, and peer assistance for the discussion process. The participants in the current study perceived translanguageing as beneficial for language acquisition and that lecturers should engage in translanguageing, of which 86.7% agreed on this statement.



**Figure 3.** Motives of Translanguageing Practices in L2 Learning.

Note: SD = strongly disagree, D = disagree, N = Neutral, A = Agree, SA = strongly agree

TL: Translanguageing

Source: Author's analyzed findings, 2024

Indonesian English lecturers often employ translanguageing because they believe students' linguistic diversity can enhance their engagement in the classroom, as 78.8% agree followed by only 5.2% disagree, and 15.7% remain neutral. When asked if translanguageing could hinder target

language acquisition, the participants didn't perceive it as an obstacle in a language classroom. It is seen from **Figure 3** that 63 % of the participants disagreed with this statement, followed by 10.8% remained neutral and the other 7.9% agreed that translanguageing is a bottleneck towards language comprehension. This statement implicitly states that pedagogical translanguageing is helpful for both lecturers and students cognitively since it can be a means of delivering content material.

Our participants also expressed different motives when they started translanguageing in their classrooms for certain circumstances. For example, they engage in translanguageing to get more interaction with students, particularly those who feel intimidated using Indonesian or other languages. It is seen that 83% of the participants argued that translanguageing from L1 to L2 would result in more interactive and attractive interaction, followed by only 5% who disagreed with this circumstance. It means that they keep employing translanguageing for their L2 learning. Meanwhile, the other 10.8% remained neutral about this situation.

## 5. Discussion

### 5.1. How Lecturers Viewed Translanguageing Practices, Controversies, and Challenges within EFL Classroom

Our findings showed that Indonesian lecturers Favor the phenomenon of translanguageing. They also viewed translanguageing as a common practice in the EFL classroom environment. This finding corroborates a study by Moody et al. [15], who revealed that their participants demonstrated positive thoughts on translanguageing as a natural practice for individuals of two or more languages.

Regardless of the controversy surrounding translanguageing practice, it has been found that translanguageing is worth applying in language learning environments since it is a useful technique for L2 acquisition. Our current study strengthens the previous research conducted by researchers who claimed that most Indonesian EFL teachers advocated for the incorporation of the Indonesian language and vernacular language in EFL classrooms [7, 8, 16], especially as a strategy to empower students with limited English ability.

Translanguageing was seen as a good way to help people learn a second language, especially in EFL settings like



Indonesia, where people come from various cultural backgrounds. This setting helps people understand English better, remember what they are learning, and join the learning community. This study corroborates the previous study conducted by Emilia and Hamied<sup>[6]</sup>. Translanguaging practice in their study served as the interpretive, managerial, and interactive functions. The utilization of translanguaging, on the contrary, strengthens students' and teachers' engagement, which can benefit learners' cognitive, social, and psychological of wellbeing<sup>[6]</sup>. Our finding adds new insight into whether or not translanguaging should be implemented in the EFL context; translanguaging does not constitute a disrespectful practice, which contrasts with the findings of Rivera and Mazak<sup>[41]</sup>. In one study, about 50% of participants at a Puerto Rican university perceived translanguaging as 'disrespectful' or 'very disrespectful', while only 10% of our participants expressed this sentiment.

Interestingly, our findings revealed that translanguaging does not contribute to "confusion in learning" among EFL students. This contrasts with Carstens's research findings<sup>[45]</sup>, which revealed that speakers of diverse Afrikaans dialects found classroom translanguaging to be confusing and impractical for learning. The participants in Carstens' study may have adhered to a structuralist perspective on language, yet this contrast requires additional investigation.

Concerning language separation between L1 and L2 and that translanguaging should be avoided in acquiring a new language, our lecturers articulated their voices, expressing that translanguaging is not something that they should avoid; rather, it is seen as a beneficial way to promote cultural variety and inclusivity as well. Our finding is supported by the study conducted by Moody et al. revealed that the rationale for translanguaging practices in education is that educators can enhance comprehension of new ideas and material by utilizing the L1 as a scaffold that stimulates students' background knowledge<sup>[15]</sup>, thereby diminishing learners' cognitive load. This finding is in line with what García and Lin have highlighted: the idea of translanguaging as the act of creating meaning<sup>[23]</sup>. They emphasized that translanguaging views languages as dynamic components of an integrated system rather than as distinct entities. The two participants interviewed in our study also claimed that:

*Excerpt 1: "The translanguaging practice is a new idea that we don't have to center our teaching on an English-*

*only policy. We should appreciate the distinctiveness and uniqueness of each language, Indonesian and English or even their local language, and the resources they have, not separate them". Sintia (pseudonym)*

The participants in the current study also expressed an optimistic viewpoint that translanguaging does not signify low skill in the L2 lecturers employed. This finding is important when contrasted with the adverse reactions to translanguaging in other contexts. It is rational that particular lecturers may unconsciously adhere to notions of linguistic dominance, perceiving the native language as a hindrance to be discarded upon achieving complete mastery of a second language<sup>[46]</sup>. Our datum is strengthened by two participants' claims in the interview session concerning this situation. Adam and Tania (Pseudonym) were English lecturers with more than 8 years of experience, admitted that:

*Excerpt 2: "In my opinion, this depends on the course. When the course is theoretical (e.g., grammar learning) and requires student understanding, translanguaging will help students better understand the material. But for courses that are skill exercises such as conversation, applying English-only practice might force students to be able to have speaking competence in English more quickly. So when the lecturer applies this practice, it does not mean that the lecturer is not able to apply English policy in the classroom or has low proficiency, not at all, but instead provides freedom of expression without having to be afraid to express opinions just because students are afraid to speak Indonesian. I will not let this happen in my class". Adam (Pseudonym)*

*Excerpt 3: "I combine my class, especially when teaching grammar, for the clarification process; code-switching is perfectly acceptable". Tania (Pseudonym)*

*Excerpt 4 "I disagree that the practice of translanguaging indicates the lecturer's inability to implement an English-only policy or is deemed a disgraceful behavior or as a problem. Lecturers facilitate translanguaging practices to foster an engaging learning environment, achieve educational objectives, and cultivate a dynamic classroom atmosphere enriched by students' creative contributions arising from the translanguaging process, which lecturers must appropriately acknowledge". Patrick (Pseudonym)*

As highlighted in excerpts two and three, participants strongly believe that, under certain circumstances, translanguaging involvement is necessary for the student's knowl-

edge of a particular subject, such as a Grammar lesson. This is because many EFL students perceive grammar as challenging to comprehend. Our investigation also includes what was found by Johansson<sup>[47]</sup>, who conducted a study on instructors' utilization of L1 in the EFL classroom. The teachers exclusively indicated translanguageing solely in individual interactions and during grammar instruction. This practice stems not from lecturers' failure to assess their L2 proficiency but from students' aspiration to articulate their opinions and ideas effectively without hesitation due to the fear of combining one language with another for a successful learning activity. It is entirely rational for lecturers to respond to this, as L1 intervention in second language learning classes is inextricable, similar to the findings of Li and Exley<sup>[48]</sup>, who asserted that the majority of teachers consider the use of English to be advantageous; nonetheless, the presence of students' native language in the EFL classroom is undeniable.

When the controversy of translanguageing is articulated on the potential issue of impeding language acquisition by decreasing the focus on the target language, our participants in the current study strongly disagree. They argued that translanguageing facilitated the acquisition of a new language and that lecturers need to participate in translanguageing. This finding matches the survey by Rasman<sup>[16]</sup>, which revealed the use of L1 did not impede language acquisition, contrary to the traditional notion of language separation in education. It illustrates the opposite, indicating that translanguageing procedures can aid students in broadening their skills through scaffolding during interactions. To support our findings on the potential pedagogy of translanguageing in EFL classrooms, our participants also voiced the following feelings.

*Excerpt 5: "As an English lecturer, I found it easier when assisted by translanguageing and encouraging them to use their target language in a mood that is already perceived as easy and helpful". Andi (Pseudonym)*

*Excerpt 6: "I support the practice of translanguageing. I believe that translanguageing can help facilitate a better understanding, especially for students who may not be fully proficient in English. By combining their language with English, students can more quickly understand the material presented, thus increasing the effectiveness of learning. In addition, translanguageing creates an inclusive learning environment, allowing all students to engage actively without*

*being hampered by language barriers. Patrick (Pseudonym)*

Nevertheless, the finding is somewhat, to some extent, in contrast with what is found in most bilingual programs in America, where hybrid language practices are discouraged and stigmatized, as demonstrated by Worthy et al.<sup>[49]</sup>. We can hypothesize that translanguageing pedagogies may not directly affect the optimization of instructional effectiveness in higher education language policies<sup>[50]</sup>. Their findings align with our current study, in which a participant stated that the lesson's objectives may be hampered and students' reliance on their L1 could become more significant if translanguageing is not restricted.

*Excerpt 7: "In my classroom, I have observed that students may comprehend the material more effectively when translanguageing is implemented, and this results in increased class participation due to their comprehension of the learning material. Nevertheless, we, as lecturers, should also be aware of its use; I mean, it should be handled well. Otherwise, this forces students to rely on their native language to understand the material. Devy (Pseudonym)*

*Excerpt 8: "In my observations, it seems students do not feel encouraged to practice speaking English. Students may use English in class discussions, but they use Indonesian or local languages in group discussions. Perhaps language acquisition cannot be achieved. Students should probably be given full English to familiarize themselves with English sentence structures. However, if they are not used to sentence structure in English, which is very different from Indonesian, they will likely be confused when making sentences. The point is that there should be a limit on when to use translanguageing and full English, especially when speaking. Thesa (Pseudonym)*

The finding above signifies that translanguageing is inadequately managed. The primary purpose of teaching English will diminish, in the sense that the desire to gain students' communicative skills will fade away or even become unfulfilled because the limit of the use of L1 interference in the language classroom is not handled correctly by the lecturers. From this view, we assume there should be a restriction on when and how translanguageing can be used in the classroom, so classroom interaction is expected to be managed effectively.

## 5.2. EFL Lecturers' Motives of Implementing Translanguaging Practice

Regarding the motives behind translanguaging practices, some participants have different viewpoints, from explaining the concept, giving tasks, and assisting students during classroom activities to engaging in interactive discussions with students. It was found that the primary motive for ELF lecturers' trans language in the classroom was to improve learning success by utilizing linguistic resources for language and content acquisition. Specifically, translanguaging is implemented in the classroom to enhance the learning process through material delivery, student participation, and peer collaboration during discussions. One of our participants admitted this during the interview session.

*Excerpt 9: "I typically employ translanguaging to convey topics in Grammar class, as I want them to understand the subject well. I usually employ translanguaging for other subjects to foster relationships with students or elucidate assignment details". Patrick (Pseudonym)*

The participants in our current study articulated motives for initiating translanguaging in their classrooms under specific circumstances. For instance, they employ translanguaging to increase their interaction with students, particularly those intimidated by Indonesian or other languages.

Additionally, they identified an additional motive for language adaptability, particularly in student engagement. As previously indicated in the findings, over half of the participants acknowledged engaging in translanguaging because they believe that students' linguistic diversity should be leveraged to improve their cognitive, emotional, and social engagement in the classroom.

*Excerpt 10: "I frequently switch between my native Indonesian and English. I use Indonesian to clarify complex concepts to my students, ensuring everyone understands the material. I allow my students to present their ideas to the class using Bahasa Indonesia and English, and you know what? They confidently articulate their thoughts in English, demonstrating their growing proficiency. This active use of both languages improves understanding and creates a cooperative learning environment whereby my pupils feel free to express themselves completely". Tania (Pseudonym)*

## 5.3. The Potential Pedagogical Implication of Translanguaging Practices

The interview findings offer valuable insights for educators and policymakers in formulating successful foreign language learning strategies and interventions utilizing translanguaging in Indonesian tertiary education.

The participants in the present study saw translanguaging as advantageous for language acquisition. Our study aligns with what was found by<sup>[8]</sup>, who proposed that translanguaging is perceived as a beneficial tool for improving the quality of teaching and learning, particularly for students with lower proficiency levels. Our finding aligns with what García and Wei have underlined: translanguaging develops "emergent bilinguals," which may employ their expansive language repertoires to attain academic achievement<sup>[51]</sup>.

In a different view, a participant also realized that translanguaging is something that they cannot avoid in L2 learning; a reason to do so is not from her desire but from the students themselves to have a deeper understanding and content clarification. Sintia claimed that:

*Excerpt 11: "When I feel that my students are still confused about the topic I teach, I mix languages flexibly. Sometimes, this is not something I want to do, but it's something my students ask me to do". Thesa (Pseudonym)*

By incorporating translanguaging practices into classroom interactions, students experience a more diverse learning experience, a sense of being valued and respected, and a more welcoming environment. Some of our participants responded with their views regarding this situation sentiment as follows.

*Excerpt 12: "This translanguaging approach has good results since it allows students to explore all their ideas despite their L1 intervention, thereby enabling more flexibility in communication or writing". Tania (Pseudonym)*

*Excerpt 13: "My reason for translanguage is that learning using translanguaging practice can boost student engagement, strengthen students' understanding of the concepts taught, and develop skills in multiple languages simultaneously. Significantly, students enhance their cognitive side and their affective and social interaction ". Adam (Pseudonym)*

Given this, the researchers assume that this is because they adopt flexible language policies that allow students to use their home languages during certain activities or discus-

sions. This can reduce the pressure of using English exclusively and make the learning environment more welcoming. One of the participants clearly stated his voice as follows.

*Excerpt 14: “Translanguaging, if pedagogically centered on learner interaction, where this practice, in my opinion, can increase learners’ confidence and student motivation to learn. We can also appreciate that they can combine two or more languages naturally and even speak English without centering on American or British; they have their version of English whose speech is understandable and acceptable. This is the thing we should appreciate”. Andi (Pseudonym)*

From the data in the excerpts, our conclusion is that the decision to translanguage or not is a matter of personal preference. Alternatively, they maintain a more structured learning environment and adhere to the English-only policy in specific subjects that are administered and implemented by the institution they are affiliated with. This approach enables a more adaptable and enjoyable learning environment.

## 6. Conclusions and Implications

Notwithstanding the controversy surrounding its implementation, English language education has seen a remarkable shift in language learning methods within L2 learning over the past few decades. This paper has expanded upon the research conducted by<sup>[6, 8–10]</sup>, who articulated concerns regarding monolingual schools. English-only environments may seem unrealistic, especially for learners acquiring English as a foreign language in their home countries. On the contrary, this study indicates that the use and interference of L1 in target language-learning environments should be functional and considered by language policymakers. The study found that most Indonesian EFL lecturers employed translanguaging practice in their lectures. The lecturers valued translanguaging since it fulfilled various roles that aided their students’ English learning and served as a pedagogical tool for them. Our findings revealed that most EFL lecturers have a favorable view and favor translanguaging. They see it as a natural and beneficial practice that does not indicate a lack of linguistic proficiency. In addition, the motive behind this practice is primarily to enhance the effectiveness of the learning process, support student comprehension, and foster a more inclusive classroom environment.

In the EFL classroom context, the study supports the

idea that translanguaging can be beneficial in multilingual settings. It helps students develop multilingual skills, particularly in English, without undermining their native languages. It is found that translanguaging promotes cultural diversity and inclusivity, making students feel valued and respected. By implementing translanguaging practice, lecturers allow students to draw on their entire linguistic repertoire, which can enhance their cognitive, emotional, and social engagement. Our present study finds that integrating translanguaging practices in the classroom, including the purposeful utilization of a student’s native language, will not impede language acquisition but enhance student outcomes, particularly in teaching speaking and writing.

Despite its potential implication, translanguaging also presents challenges, such as the potential for confusion if not well-managed. Comprehensive training for educators is crucial for adequately implementing translanguaging methods and delineating their limitations in utilizing translanguaging. Otherwise, the primary objective of acquiring English as a second language will deteriorate, as MacSwan expresses concern that significant and unaddressed issues may emerge regarding the implications of multilingual competence, potentially disadvantaging language minority learners<sup>[5]</sup>.

## Author Contributions

Conceptualization, B.A.P.; methodology, B.A.P. and A.W.A.; software, A.W.A. and H.N.; validation, L. and B.A.P.; formal analysis, B.A.P. and D.H.; investigation, B.A.P.; resources, L., B.A.P. and D.H.; data curation, B.A.P.; writing—original draft preparation, B.A.P., A.W.A. and H.N.; writing—review and editing, B.A.P., L. and H.N.; visualization, B.A.P.; supervision, L.; project administration, D.H. and B.A.P. All authors have read and agreed to the published version of the manuscript.

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## Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki, and approved by the Institutional Review Board of Technocrat School of Foreign Language, Banten,

Indonesia.

## Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

## Data Availability Statement

The data supporting the reported results in this study are available upon reasonable request. Due to privacy and ethical restrictions, the interview transcripts and related materials cannot be made publicly accessible. Researchers interested in accessing the data should contact the corresponding author to discuss potential access, subject to appropriate privacy and ethical considerations.

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## Conflicts of Interest

The authors declare no conflict of interest.

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